



ONTARIO DEPARTMENT OF EDUCATION

Curriculum S-7
1966

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059DE/C-G

An Interim Updating
of the Courses
in
Senior Division

G E O G R A P H Y

Grades 11, 12, and 13
for the school year
1966 - 67

This course of study, Curriculum S-7 1966, is to replace Curriculum S-7 1960, and incorporates the changes made in Curriculum S-8. Basically the courses are only slightly altered. They incorporate some changes that have been made through prescription during the past three years and others that have been recommended by teachers. Both the Grade 11 and the Grade 12 courses have been reduced in length to provide time for field work and studies in depth. No changes have been made which will give teachers difficulty in implementing, and textbooks currently listed in Circular 14 are satisfactory.



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GRADE 11

WORLD GEOGRAPHY, PART 1

Elements of Geography, Physical and Cultural

INTRODUCTION

The Grade 11 course is designed to provide an adequate knowledge of the principle elements of geography. For the purpose of organizing the syllabus, it is necessary to separate the physical and human elements of geography for study, but it is understood that the teacher will correlate these elements at all stages of the course.

PART A - PHYSICAL GEOGRAPHY (16 weeks)

Unit 1. *Maps and Air Photographs as Geographic Tools*

Note: These items need not be taught as a unit, but should be introduced into the course where appropriate.

1. How maps are made:
 - Map projections (maximum of 3 periods)
 - Air photographs - basis of modern map compilation
2. How maps are used:
 - Kinds of maps
 - Selecting the appropriate map
 - Representing data on maps
3. Map skills:
 - Reading air photographs
 - Reading large scale maps (topographic, geologic, soil, etc.)
 - Taking the map into the field
 - Map interpretation - bringing the landscape into the classroom.

Unit 11. *The Earth's Changing Landscape*

Note: Within the time allotted to this unit, classes should devote some time to work in the field observing, sketching, recording, map-reading and interpreting features of the local landscape.

1. *The Earth*
 - Theories of origins and nature of the earth
 - Elements, minerals and rocks
 - Classification of rocks by method of formation
 - Concepts of geological time
 - Tectonic forces and gradational processes

2. *Tectonic Forces and Resulting Landforms*

Elevation and depression
Folding
Faulting
Vulcanism

3. *Gradational Agents and Resulting Landforms*

Weathering
Mass wasting
Running water
Ground water
Glaciers
Wind

4. *Oceans*

Parts of the ocean floor
Temperature and salinity
Tides
Currents
Waves and shoreline features

5. *World Pattern of Landforms*

Distribution of land and water
Structure of continents and oceans

Unit 111. *Climate, Vegetation, and Soils*

1. Elements of weather and climate:
Weather observations and records
Weather maps and reports
Seasonal distributions of temperature, pressure, winds, rainfall, and the factors which influence these distributions.
A classification of climates
2. Vegetation patterns in relation to climatic regions.
3. Elements of soil formation:
Soil profile development
Types of soils in relation to climate and vegetation
Problems of soil conservation in the various climatic realms.

PART B - HUMAN GEOGRAPHY (16 weeks)

Introduction: Man, Natural Environment, and Resources

Appraisal of the Natural Environment. Man perceives and evaluates the natural environment on the basis of the needs and wants that he has and the knowledge that he possesses. If man uses natural materials to satisfy his needs and wants then the natural environment has some resource value for him, and he is using a natural resource.

What is a resource? A resource is viewed in terms of man's individual requirements and social objectives, and it can be defined as a means of satisfying these requirements and objectives. That is, a resource is a means to attain a desired end, or something which is of value to man. Therefore, earth materials are resources, but so, for example, are knowledge, labour, capital and transportation systems. Thus we can distinguish between natural and human resources. Natural resources can be further divided into renewable and non-renewable resources.

Resources change. As human needs and wants, and the technology of production and transportation and the organization of an economy change, the resource endowment or inventory of an area will also change. In simple societies there is a different kind of resource inventory than under a more advanced society even though the same area is under study.

Unit 1V. *Economic Activities*

Man gains his livelihood in many diverse ways. These ways can be approximately grouped into primary, secondary, and tertiary economic activities.

1. *Primary economic activities* are those concerned with the resources of the natural environment and include agriculture, forestry, mining and fishing. A primary activity refers to the exploiting of raw materials.
2. *Secondary economic activities* consist of processing of primary materials, manufacturing, and construction. They are often based directly on primary economic activities.
3. *Tertiary activities* refer to various services that are performed for the other two economic activities and for the general public. These include transportation, trade, finance, operation of public utilities and the various human services and repair services that are required by society.

The distribution of the three kinds of economic activities is subjected to different combinations of locational factors. Only brief examples should be given, leaving fuller discussions to later in the course.

It is worth noting that it is occasionally difficult to distinguish primary, secondary and tertiary activities. This simply shows how closely interrelated these economic activities frequently are.

Unit V. *The Rural Scene: Agriculture (A Primary Activity)*

1. World Agriculture Regions:
 - Cultural and physical factors affecting agriculture
 - World agricultural patterns
 - Case studies of two contrasting agricultural regions
2. Agriculture and Rural Settlement:
 - Definition of Settlement
 - Dispersed and nucleated settlements - origins and characteristics.
 - Influence of natural conditions ... relief, soil, drainage, water resources.
 - Influence of social conditions ... defense, ethnic traditions, agrarian regime and economy.
 - Influence of Technology ... energy sources, transportation, population densities necessary to exploit a region.
 - Classification of agricultural villages based on map interpretation.
 - (Altona 62 H/4E)
 - (Beloeil 31 H/11E)
 - (Lunenburg 21 A/8W)
 - (Any other suitable sheet)
 - Rural Service Centres - Hierarchy based on distance and size.

Unit VI. *The Urban Scene: Manufacturing and transportation (Secondary and Tertiary Activities)*

1. Manufacturing:
 - Factors affecting industrial location or choice of site: sources of power, raw materials, labour, capital, transport, markets, human element.
 - A sample study of an industry of local or national importance, e.g., The Iron and Steel Industry of Canada; The Automobile Industry.
2. Transportation Services:
 - Role of transportation in the modern economy - types, characteristics.
 - Recent developments - technological changes
3. Urban Settlement - the focal point of Modern Man:
 - Local urban study based on field work
 - characteristics of the urban area
 - land use patterns and their distribution as influenced by site and situation
 - relationships between the city and its hinterland
 - need for planning
 - Classification of cities according to dominant functions
 - Study of a Canadian city with multiple functions

Unit VII. *Population*

1. World map of population densities:
 - (a) distribution of cities
 - (b) correlation with levels of geographical development
2. Factors of population change:
Birth rate, death rate, immigration rate, emigration rate
Trends in urbanization
3. Problems of population distribution:
Density
Distribution of food and raw materials: surplus and deficiency areas
Conservation of resources

GRADE 12

WORLD GEOGRAPHY, PART 11

A Geography of Selected Regions

In Grade 11 the course was designed in such a way that students would acquire an adequate understanding of the basic elements of geography. In Grade 12 regions are to be selected as models to illustrate the various concepts and understanding gained earlier, to provide opportunities for comparison and contrast...

In order for the course to be a rewarding experience for student and teacher alike, the units or regions must be chosen for a specific purpose, and a definite theme should be established for each region selected.

Regions should be selected which illustrate some of the following:

1. A Regional Case Study
2. A Geographical study of a region with a rich agricultural base
3. Man's experience in a difficult environment
4. A region of rapid geographical change
5. Industrial development on a limited resource base
6. Industrialization of a region with ample resources
7. Political - Geographical problems
8. Problems of over-population
9. Functions of a modern metropolis

NOTE: Eight units constitute a complete course. At least one unit of urban geography shall be chosen. Topographic maps are to be used in the study of at least two units. Allow approximately four weeks per unit.

UNIT 1. The U.S.A.: Physical and Cultural Patterns

UNIT 2. The Manufacturing Belt of the U.S.A.

UNIT 3. The Great Plains

UNIT 4. Any other region of the U.S.A.

UNIT 5. The Paris Basin, including an urban study of Paris

UNIT 6. The London Basin, including an urban study of London

UNIT 7. The Rhine Basin

UNIT 8. The Scandinavian Peninsula

UNIT 9. Siberia

UNIT 10. The Moscow Region

UNIT 11. The Ukraine (including Crimea)

UNIT 12. The Yangtze Basin

UNIT 13. Modern India and Pakistan: Agricultural and Industrial Problems

UNIT 14. Japan: Industrial development and trade

UNIT 15. Israel

UNIT 16. Indonesia and Malaysia

Any good topographic sheet may be selected for use in the Grade 12 course. The lists below are included here merely as a guide.

Topographic Sheets for the U.S.A.

Bangor, Maine	1:250,000	Dubois, Idaho	1:250,000
Baton Rouge, La.	1: 62,500	Seattle, Wash.	1:250,000
Harrisburg, Penn.	1: 62,500	Santa Cruz, Cal.	1:250,000
Cleveland, Ohio	1:250,000	San Luiz' Obispo	1:250,000
Davenport, Iowa	1:250,000	Florence, S.C. ; N.C.	1:250,000
Greeley, Col./Wyo.	1:250,000	Death Valley, Cal./Nev.	1:250,000
Cheyenne, Wyo.	1:250,000	Aranas Pass, Tex.	1: 62,500

The above maps are available from the Geological Survey, Distribution Section, Washington 25, D.C. Maps at a scale of 1: 62,500 can be obtained at \$.30 each, while those at a scale of 1:250,000 can be obtained at \$.50. There is a 20% discount on orders amounting to \$10.00 or more and a 40% discount on orders amounting to \$60.00 or more. Each order should be accompanied by money order (U.S. currency) made payable to the Geological Survey.

Topographic Sheets for France

Paris	K7	1:100,000	Verdun-sur-Meuse	O6	1:100,000
Melun	K8	1:100,000	Lille	L2	1:100,000
Thionville	P6	1:100,000			

Topographic Sheets for Great Britain (Ordnance Survey)

Southeast England	1:250,000	Sheet 17
East Anglea	1:250,000	Sheet 14
Southern England	1:250,000	Sheet 16

The above maps for both France and Great Britain are available from Moyer Division, Vilas Industries Ltd., 25 Milvan Drive, Weston.

GRADE 13

THE GEOGRAPHY OF CANADA

AIMS, GUIDING PRINCIPLES AND PRACTICAL CONSIDERATIONS

In this course the student will study the important factors which influence the development of Canada. This involves an analysis of the interrelationships of physical, economic, political, and social factors which produce the patterns and characteristics of Canadian Geography. Such a geographical study will help the student recognize and understand the major problems facing the Canadian nation. It will allow him to investigate and evaluate proposed solutions to some of these problems and to appreciate the difficulties involved in implementing these solutions. It will also deepen his appreciation of Canada's relation to the world community.

This study makes further use of the student's powers of observation and reasoning developed in earlier grades through the study of the geographical background of Canadian problems.

Through a study of geography the student should become more aware of the economic and social changes taking place in his community and should appreciate the interaction of significant factors in the development of the surrounding area.

These studies will include an investigation of the fundamental principles of conservation involving the wise use and development of human and natural resources in all parts of Canada.

For effective study it is essential that the student be trained in the basic methods and techniques of research used by the geographer in laboratory, library, and field. Such techniques and methods include: map and air photo interpretation, elements of cartographic and graphic representation, field methods, use of statistics.

This course provides opportunities for individual inquiry and research work and local or regional surveys by groups of students. Such studies include observation, collection, evaluation and organization of data, and presentation of report.

To implement and sustain a successful course in geography the schools must be prepared to provide adequate time and materials for the teacher and the students to conduct field and laboratory work and individual research.

In order to pursue this course with satisfaction, the students must be able to build upon principles and concepts gained in earlier grades, especially in Grade 11 and 12 where the fundamental aspects of physical, human, economic, and urban geography are learned and applied.

PART A. THE PHYSICAL ENVIRONMENT OF MAN'S ACTIVITIES IN CANADA

(approximately one month)

The study of the geography of Canada involves, in the first instance, an appreciation of the physical setting in which Canadians live. A study of the natural patterns of the geological foundation, the influence of climatic factors, the pattern of natural vegetation and soils, provides the framework within which more detailed investigation and analysis may take place but without which many facts have little meaning. The student should realize the potentialities of this environment and the need for the development and conservation of its resources.

The Government of Canada, through its specialized bureaus and agencies, has prepared many studies and descriptions of the environmental factors of Canada. These reliable studies, embodying sound scholarship and careful research, give valuable assistance in the teaching of this course.

1. Canada's position, shape, and size

- (a) Relative location: relation of Canada to North America and the world
- (b) Comparison of shape and size of Canada with other countries

2. Geological divisions and drainage systems

- (a) Major geological divisions: Canadian Shield, Appalachian Area, Interior Plains (Western Canada, St. Lawrence Lowlands, Hudson Bay Lowland), Cordilleran Area, Arctic Islands
- (b) Principal characteristics of the general physiography and the major drainage systems
- (c) Significance of glaciation in relation to the general terrain.
(Relate to study of glaciation in Grade 11)

3. Climate

- (a) Climatic controls: latitude, air circulation, masses and fronts, distribution of land and water, elevation, relief barriers, ocean currents
- (b) Principal characteristics: temperature and precipitation
- (c) Major climatic divisions. The major vegetation patterns of Canada should be related to these divisions

4. Soil zones of Canada

- (a) Soil groups related to climate and vegetation
- (b) Soil groups: Podzols, gray brown podzolic soils, chernozem soils, chestnut and brown soils, tundra soils.

PART B. GEOGRAPHICAL REGIONS OF CANADA

(approximately five months)

A regional approach to the study of the geography of Canada must take cognizance of human relations as well as of physical, historical, economic, and political geography. When this is done, each division possesses a pattern of development, peculiar to itself. In the study of each region the significant aspects should be stressed.

Within the regional studies of Part B, two of the following sub-regions are to be studied in depth. See reference map No. 2 for extent of sub-regions. For list of topographic maps see page 15.

- (a) Lac St. Jean - Saguenay *or* The Peace River Area
- (b) Niagara Peninsula *or* Northwestern Ontario

Of the many urban studies which teachers, in the past, felt should be included to give the course the fullest treatment, only the following need be given intensive treatment for 1966-67:

Montreal, Winnipeg, and *either* Vancouver *or* Halifax.

Atlantic Region

A region of "cultural diversity and unity, matched by physical variety and integration". This region, dominated by the sea, is distinguished from its neighbours by having fewer developed natural resources relative to population and a lag in economic development. Recent efforts by both government and industry have improved the situation somewhat, but significant problems still remain.

The Lowlands of Southern Ontario and Quebec: The Industrial Heartland

An area which forms the most intensely farmed and highly industrialized section of Canada; a section rich in local differences based on people and soil, and with a wide range of occupations and activities. In this region where almost three-quarters of the Canadian population live are the largest English-speaking and French-speaking groups. While variety is life, the region is caught up into an over-all unity. Here is a region uniquely situated between the mineral, power and forest resource-producing area to the north and the most highly industrialized and most densely populated part of the United States to the south. Here is the link between the coast and the interior, between the eastern and west-

ern provinces — made more effective by the St. Lawrence Seaway. Here is the nation's highest development of finance, trade and manufacturing, the chief concentration of population and capital.

Western Plains

A landbound region with a challenging environment and a changing geography, a region boasting large farms, extensive ranches, and mushrooming cities. Until recently this area had a monolithic economy based on agricultural production, exposing people to sharp fluctuations of income when there were variations in world markets and climatic conditions. Other primary resources -- petroleum, natural gas, potash, and the manufacturing and recreation industries play an increasingly important role and are producing a more balanced economy. The population is very mixed, since settlement was late and rapid and people came from many different lands. This rapid and large-scale mixing of people with very different background has enriched Canadian life.

The Cordilleran Region

This is one of the most dynamic areas of Canadian development in this decade. A sense of optimism is matched with an almost explosive pace of development. This is a land of great potential natural resources which require great amounts of capital and large organizations for their exploitation. This is an area where labour organizations are strong. Resource exploitation patterns, location of settlements and transportation facilities are closely related to distinctive natural patterns. One of the great metropolitan centres of Canada is developing on the West Coast. Although the growth of prosperity has depended largely upon the development of international markets, "there is a strong effort to direct feeling more strongly to other parts of Canada and to link themselves more closely to potential markets and suppliers of raw material in the Prairies. Of special concern have been pipelines for oil and gas, improved highways, and a rapid expansion of tourist and 'retirement' attractions of Canada's 'California'."

The Near North

That part of Boreal Canada which has been effectively tapped economically by settled Canada. The economy is associated with primary resource development -- principally with forestry, mining, and the smelting and refining of metals. Transportation facilities are vital to the development of the resources of this region. It is crossed by transcontinental railways, air routes, and highways, and the use of the hinterland for recreational purposes is becoming increasingly important. The relative importance of the Ontario and Quebec sections of the Shield will become evident.

Arctic Canada (approximately 1 week)

Arctic Canada, though still empty and quiet, is waking up and being developed. It is acquiring recognition as a region with its own problems and opportunities. The North exemplifies the problems of Canadian development in extreme form: great spaces, few people and almost inaccessible potential resources, to which are added the problems rising out of the meeting of different cultures. Government has been playing an important role in all aspects of northern development. It is relatively straight-forward to merely arrange for the exploitation of inert materials, but it is a much more complex and difficult task to create a new and better habitat for man, especially when the peoples occupying an area have different cultural mores.

PART C. THE NATIONAL WEALTH OF CANADA: ITS DEVELOPMENT, UTILIZATION, AND CONSERVATION

(approximately two months)

Part A of this course gives the student an opportunity to study the geographical foundations of Canada and Part B enables him to undertake a more detailed study of the major geographical regions of Canada.

The student is now in a position to develop a synthesis of the material which he has studied in detail. The outline for Part C has been elaborated in order to enable him to achieve this result.

At the conclusion of the course, the student should have acquired an intelligent over-all view of the geography of Canada.

1. The population of Canada

- (a) Population density and reasons for the population pattern
- (b) Forces affecting the number and distribution of people
- (c) Possibilities of future growth

2. Trends in Canadian development

(a) Fish and Forestry

- (i) major fishing areas and their relative importance: contrasts between east coast, west coast, and inland fisheries; problems of production, marketing, and conservation
- (ii) importance of forests in the national economy: factors contributing to rapid forest depletion and the consequences of depletion; sustained yield management as the key to forest conservation; timber products in relation to national and international markets

(b) Agriculture

- (i) climate and soil as limiting factors in Canadian agriculture: accepted estimates of cultivable land and possible extension of the agricultural area
- (ii) character and variety of Canadian agriculture: crops, livestock
- (iii) reasons for shift in the types of farming
- (iv) problems of production and marketing: importance of foreign markets

- (v) soil conservation as a major need: reasons for decline in soil fertility; remedial measures, including farm woodlots, shelter belts
- (c) Minerals
- (i) the relation of mining areas to the geological map
 - (ii) relation of producing areas to processing centres and consuming markets - iron ore, petroleum and potash are to be studied as examples
- (d) Hydrographic factors: water power, water resources
- (i) major uses of water: domestic, agricultural, industrial, water power, transportation, wildlife and fish, recreation
 - (ii) water problems: control of run-off, stream pollution, river valley development, use of water power resources
- (e) Manufacturing
- (i) factors affecting industrial location in Canada: sources of power, raw materials, labour, capital, transport, markets
 - (ii) major Canadian manufacturing areas
 - (iii) industrial expansion since 1940
- (f) Transportation and communications
- (i) main lines for rail, highway, and air transportation: major transportation centres
 - (ii) main river, lake, and canal routes, coastal shipping, major lake and ocean ports
 - (iii) main pipelines and important power grids
 - (iv) telecommunications: telegraph, telephone, radio, television
 - (v) new developments
 - (vi) the necessity of an extensive and varied system of transportation and communication for Canadian unity: patterns of commercial activity
- (g) Canadian trade
- (i) domestic, external (emphasis on trade with the United States and Great Britain)
 - (ii) problems of Canadian production and trade

TEXTS

Innis, D.Q., *Canada, A Geographic Study*, McGraw-Hill

Putnam, D.F. and Kerr, D.P., *A Regional Geography of Canada*, Revised Edition, Dent

Tomkins, G. and Hills, T., *Canada, A Regional Geography*, Gage

Krueger et al, *Regional and Resource Planning in Canada*, Holt, Rinehart & Winston

Reference Books and Atlases

Blair, C., *Canada's Natural Wealth*, McGraw-Hill, 1964

Camu et al, *Economic Geography of Canada*, Macmillan, 1964

Paterson, J.H., *North America*, Oxford University Press

Chapman and Putnam, *Physiography of Southern Ontario*, University of Toronto Press

Taylor, G., *Canada*, Methuen, 1949

Waterpowers of Canada, Queen's Printer

Watson, W., *North America, Its Countries and Regions*, Longmans

The Canada Yearbook, 1966 and previous editions, Queen's Printer

Nicholson, N., *The Atlas of Canada*, Queen's Printer

Pleva, E.G., *Canadian Oxford School Atlas*, Oxford University Press

The Financial Post

Suggested list of topographic maps for selected regions

Lac St. Jean

Hebertville	1:50,000	Chicoutimi	22D	1:250,000
Arvida	1:50,000	Robervale	32A	1:250,000
Bagotville	1:50,000			

The Peace River Area

Peace River	1:50,000	Grande Prairie		1:250,000
Grimshaw	1:50,000	Dawson Creek		1:250,000
Dawson Creek	1:50,000			

Northwestern Ontario

Jarvis River	1:50,000	Quetico	52B	1:250,000
Twin Cities	1:50,000			
Thunder Cape	1:50,000			

Niagara Peninsula

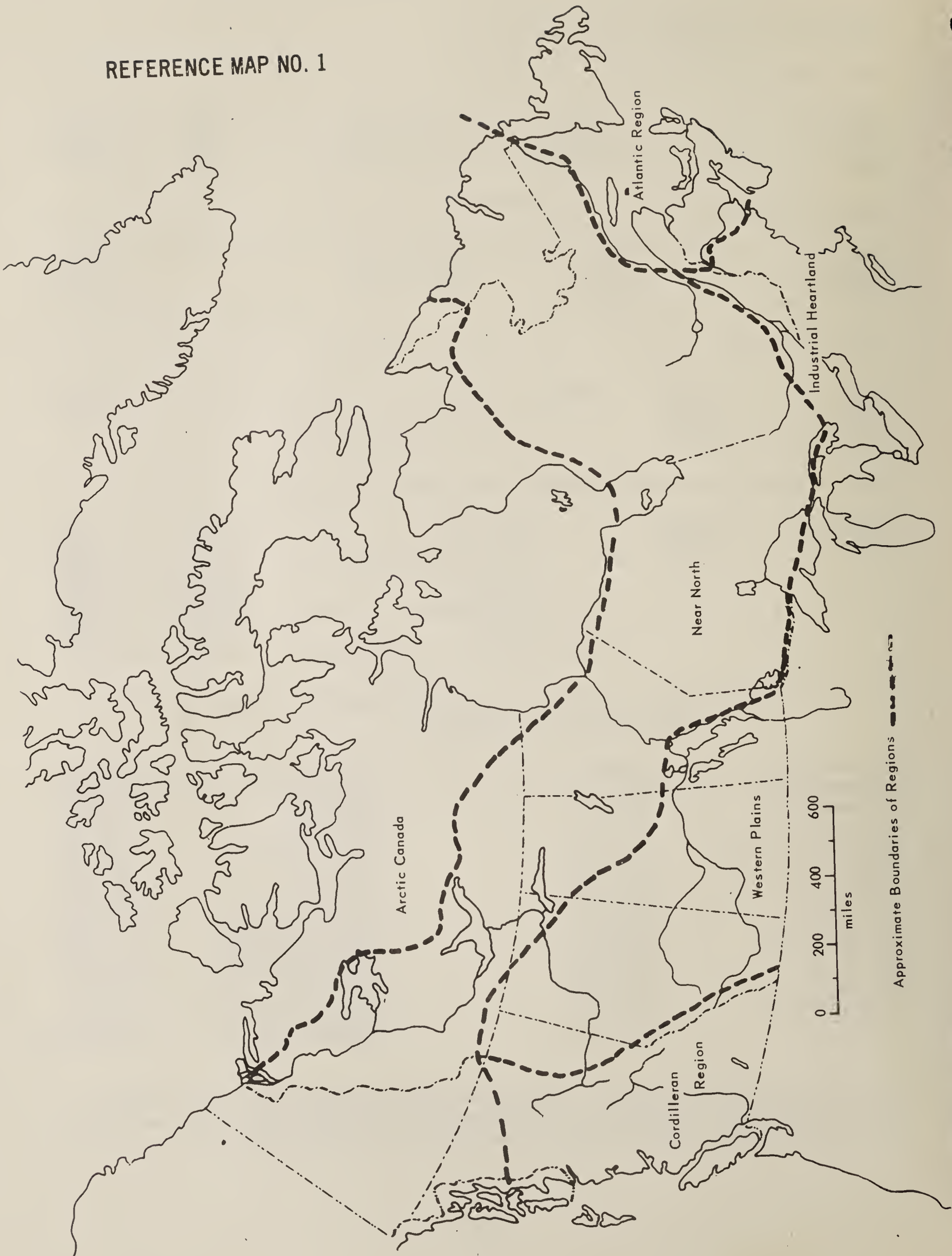
Niagara East	1:50,000	Beamsville	30M/3c	1:25,000
Niagara West	1:50,000	Welland/Port Colborne	30L/14f	1:25,000
		St. Catharines	30M/3g	1:25,000
		Queenston	30M/3L	1:25,000
		Niagara Falls	30M/3a	1:25,000
		Fonthill	30M/3c	1:25,000

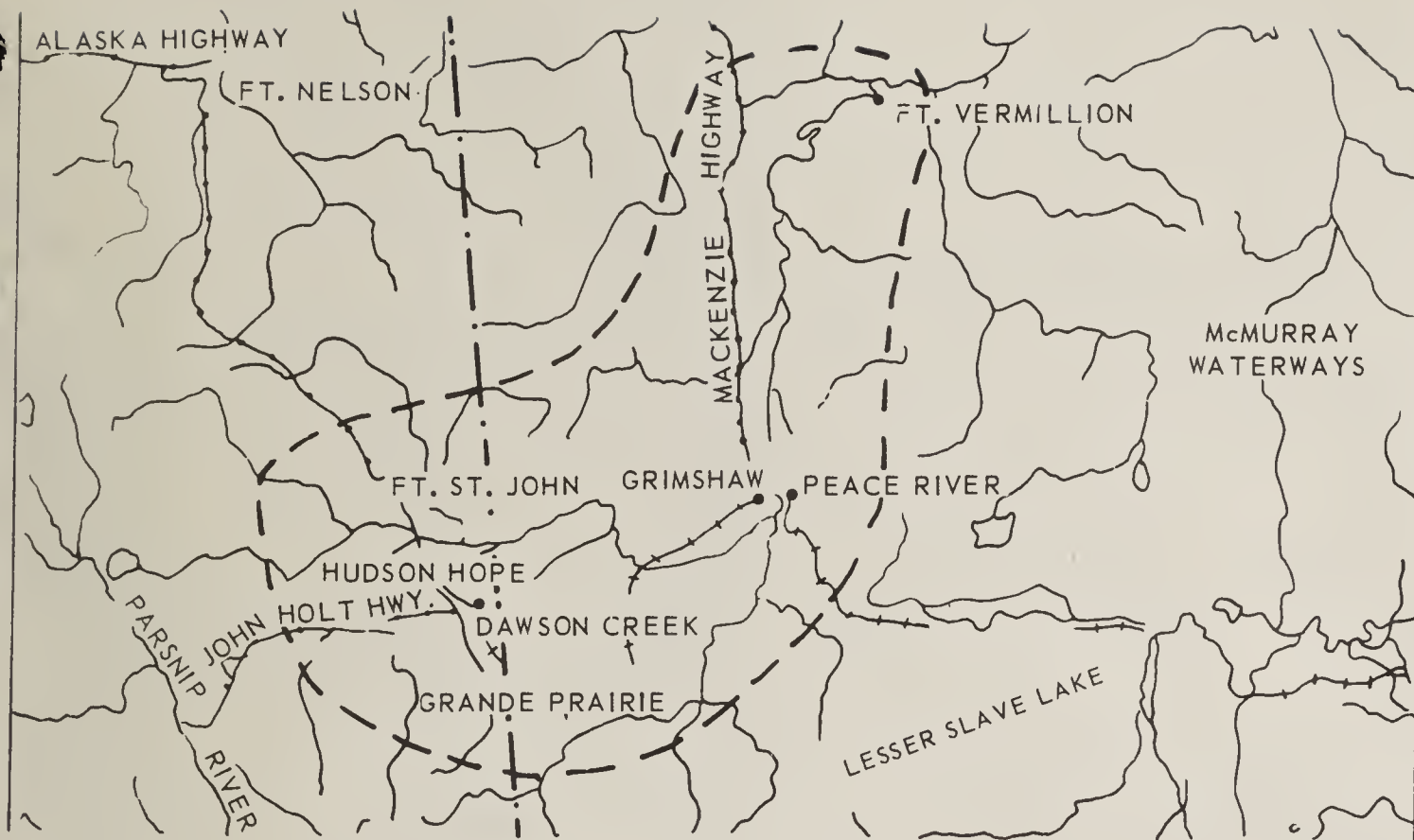
NOTE: Topographic maps may be used during the study of each region.
A representative list is included.

Holyrood, Nfld.	(1 N/6)E	Medicine Hat, Alta.	(72 L/2)E
Bridgetown, N.S.	(21 A/14)	Lake Louise, Alta.	(82 N/8)W
Lunenburg, N.S.	(21 A/8)W	Peoria, Alta.	(82 M/9)E
Berwick, N.S.	(21 H/2)E	Weirdale, Sask.	(73 H/6)W
Port Hawkesburg, N.S.	(11 F/11)W	Revelstoke, B.C.	(82 L/16)
Beloeil, P.Q.	(31 H/11)E	Vernon, B.C.	(82 L/6)W
Hamilton, Ont.	(30 M/5)W	Hazelton, B.C.	(93 M/5)E
Niagara, Ont.	(30 M/3)W	Salmon Valley, B.C.	(93 J/2)E
Long Point, Ont.	(40 1/9)E	Merganser Cove, P.Q.	(24 N/S)W
Bolton, Ont.	(30 M/13)E	Sulphur Springs, N.W.T.	(85 B/11)W
Ramore, Ont.	(42 A/8)W	Capal, N.W.T.	(96 E/3)
Normandine, P.Q.	(32 A/15)	McQuestion Lake, Y.T.	(106 D/3)
Virden, Man.	(62 F/15)	Whitehorse, Y.T.	(105 D/11)E

(When ordering these maps, prepayment to the Receiver General of Canada at the rate of \$.30 each is necessary. Orders should be addressed to the Map Distribution Office, Department of Mines and Technical Surveys, 601 Booth Street, Ottawa, Ontario, and made payable to the Receiver General.)

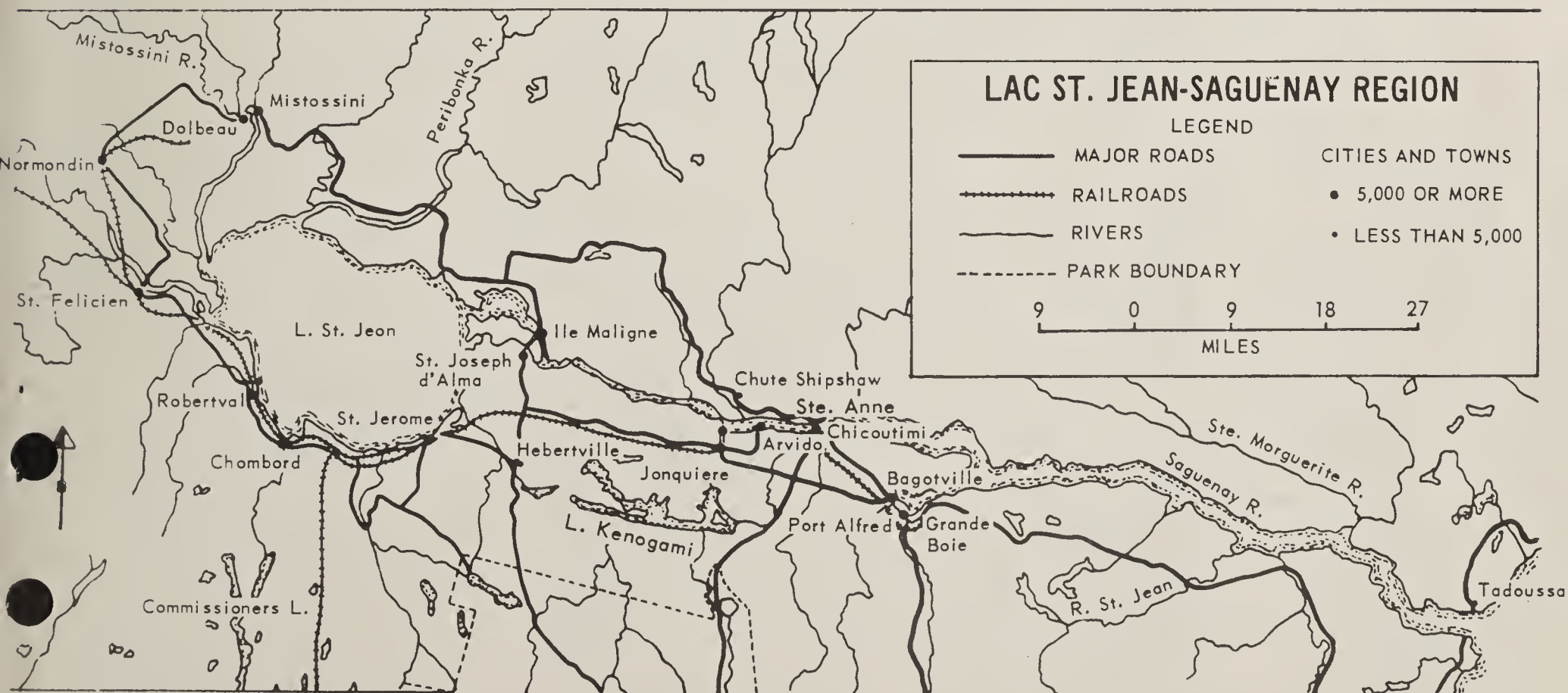
REFERENCE MAP NO. 1





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PEACE RIVER REGION

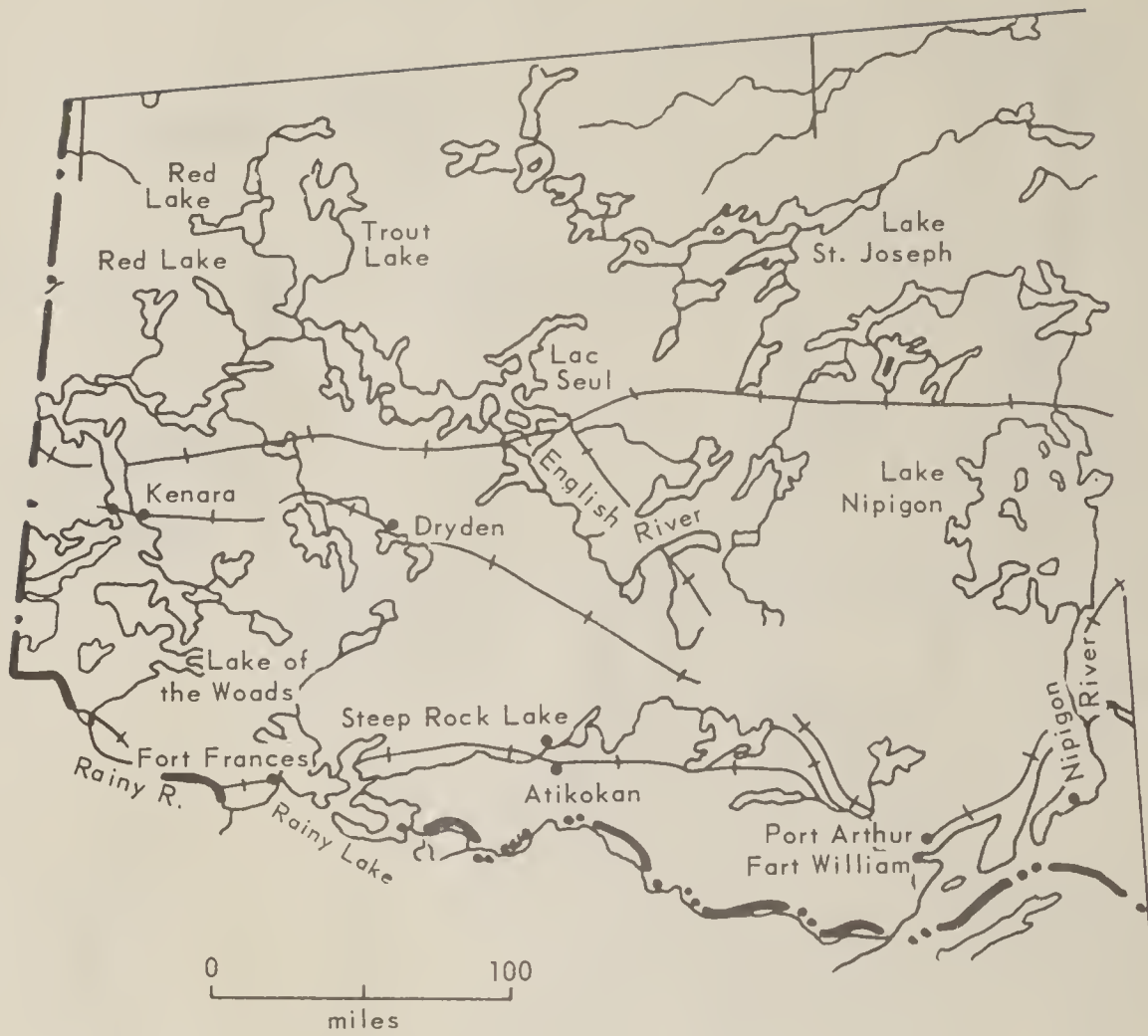


LAC ST. JEAN-SAGUENAY REGION

LEGEND

- | | |
|-------------------------|-------------------|
| — MAJOR ROADS | CITIES AND TOWNS |
| —+—+—+ RAILROADS | • 5,000 OR MORE |
| — RIVERS | • LESS THAN 5,000 |
| - - - - - PARK BOUNDARY | |

9 0 9 18 27
MILES



NORTHWESTERN ONTARIO

